

12emc57

X

1895



Mr. H. H. - 12plcm507

Canal - not well pronounced  
V. used his book a great deal  
for pictures - poor little picture  
Diagram on B.B. - wd have been  
much better -

Andronicus part  
Did not even point to the  
children's own ear -

Waited for 'throat' -  
What is constantly passing  
" movement - of air is passed on  
if I blew

V. good to have paper drum -  
V. had a have picture all  
the time

" wouldn't have suggested  
anything to me -  
V. had not to have any  
bag shd have been illustrated



The hours are really <sup>is 20 minutes</sup>  
'Hammer' friends & well  
worked out.

Supposing I had a place for  
no illustrations -

"Should I - to know - would it  
be a - not - well written on  
B.D. - ligament - almost  
like piece of plastic -

Questions - very nice nature!  
Did you count them - "Are the  
no practical suggestion for the  
care of the eye - heart -

Room exceedingly good &  
bright - Ch. deeply interested  
but the lesson quite abstract  
for want - of illustrations -



Reuben Reuben - <sup>12/23/57</sup>  
Right a little nervous at  
first. looked a little about -  
presently his good terms  
with Chr appeared -  
two - buttons -

the walk

"You only heard it me -  
allowance and reproach.  
Chr. never swallow anything  
in flesh

both sides not clear -

Lonnie. not well learned -

Then to find that Lonnie was  
not remembered

Said the same things to the  
me & not learned -

to get Chr. - 1/2 felt -

Chr. did not show good looking

My did not know difference  
was carefully pronounced -



Kim Yun - April 25<sup>12p4m1507</sup>

Map of Suffolk. I.B.

Subject quite uninteresting for  
Chr - who knows geography.  
"instead of history."

Little punning maps -  
fields in flat country.

Use of BB - to show  
shape of country.

Chr not quite bright & sympathetic  
enough - good to find from  
Chr what seeds are sown -

'meadows' - Chr not quite  
clear as to what meadows

were - Chr might have told  
better. Idea of 'market'

new to Chr - Opportunity  
for a good deal of word painting  
Next day market town -

Chr really not able to read  
the map - no question as to



What a river was - <sup>is present</sup> no reference  
to home rivers - might have  
had clay & modelled C<sup>o</sup> -  
writing on B<sup>d</sup> good -

Manner - little anxious &  
embarrassed - however &  
Spewick &c. in line. C<sup>o</sup>  
not clear as to what was -  
Quite plain but less so  
assumingly because C<sup>o</sup>  
not even read names -

C<sup>o</sup> enjoyed looking at map  
but knew so little about it that  
they C<sup>o</sup> not read text with her  
"What happens" on sea coast -

"Paddle" - his first smile -

He writing immensely improved  
C<sup>o</sup> C<sup>o</sup> not read the words after  
many repetitions -

"Spell it" -

Did not know where C<sup>o</sup> was -  
a - reading -



12p6cmc507  
Monument - unknown -  
Story. & very badly told -  
"King Edmund was -  
When all the birds came out  
"What - happens" -  
"Shot him with arrows - not -  
questioned abt. -

No graphic description  
to Reginald - beautiful Chapel  
or Church. sev. Churches have  
been built - then -

"Months" not explained -  
Chr. Shd have been called up  
to put out names.

Chr. got a few names but  
no ideas.

Yr. fairly bright & capable.

Not careful in dict.

Yr. expounding too long - vast  
of time - both pleasant possession  
of Chr.



Jim Gray - April 25 - <sup>isp7mc507</sup>

Growth of plants.

1. Stood too close to class.

Shd have remained at least  
3 ft from class.

2. Had seeds - almond.

All ch<sup>n</sup> ch<sup>n</sup> not - see expression  
of almond -

Ch<sup>n</sup> really found the plantlet -

3. Very careful to get Ch<sup>n</sup> to  
tell all they know -

Ch<sup>n</sup> not very attentive -

because it occupied at one  
end of the class -

"Grace what a mess" -

4. His manner kindly & unforced.

5. ch<sup>n</sup> not - get 'cells' from ch<sup>n</sup>.

Instead of helping herself by any

1. It repeated again & again  
the 2. What are they - What are they  
like -



Chd have had more examples of  
cells before giving per. principle  
Chd asked what older is -

illustrations of cell from -  
He challenged Chris attention  
to the word protoplasm -

Chd have given some examples.  
cell. very well illustrated

He perceived carefully -  
getting root from the child -

"nd off the plantlet from the child -

He very painstaking in trying to  
what is the plantlet but

Perhaps I must tell you

He did not take in idea of  
how plantlet feeds - no  
brightening of countenance -

might have been helped by  
being born in a cupboard  
all!

Shut. you can all tell me  
his - Chd - responded -

Missing point of lesson  
Chd did not see how cell

at first. Subject a little  
difficult. Chd did not quite  
see that the plant was built  
of a no. of cells -

His vis might have been less  
long -

He had provided the coryleons  
of a first no. of coryleons  
Chd began to see the use  
of the coryleons.

"Fall off" - He smiled & took  
mistake for nature of -  
as if he expected well of the  
children -

Recap. careful - He had not  
quite. He went over the ground  
again wh. was quite a job



12p10cm0507  
"animals of course are alive"  
you remember most kindly  
to the class.

Why food that has only been chemi-  
cally treated - not used and  
or illustrated.

"never been alive" -

line - we want - mineral matter  
general elements apt to be  
unstable.

"Work to this you at the time"  
nitrogen not very clearly  
explained -

Gracie received rather too  
much attention -

Lesson too long - stop diff -  
V. diff. law - "kind to mix"  
"leakage is porous" - water  
beating trees -

Diff. of water getting up not  
brought home to class  
"That is the way" - class had not



12 p 11 am 507  
nearly respected the law - V. did  
not understand that Ch. do not  
receive a new idea until it  
has been many times illustrated  
+ expressed in their own words.  
That process illustrated  
Ch. for a little time



Miss Conder -

exp 120m 507

Reading lesson. Trult.

For to make child mark  
unknown words - to print  
with letter. To write on B.B.  
to write on not-book -

Will allowed child to say 'Been'  
in ans. to what is that word  
without looking at word.

For to have letters arranged in box.  
Met ch. correct herself when she  
said 'Bee n' to settle 2<sup>nd</sup> work.

Shd have required child to say  
sounds of letters when she composed  
Been + Barn.

Insisted on good printing  
Allowed Ch. to say 'bin' instead  
of been -

P.S. to make ch. print words she  
did not know - Ch. can not print  
without looking again - good - What



word is it - night club  
never clear abt. Barn - night  
have made barn interesting -  
child learned doll - directly  
Did not insist on nice  
clear reading.

It helped when Ruth's feelings  
little tried.

"Shall I cover it up?" encompassing  
Not always good to begin with  
the same exercise.

Said found nice -

It had had F. rubbed out -

Little girl printed nicely.

Ruth papered. But it got into it  
out - write it again when  
wrong. but - always cheery &  
bright. Child got happy & proud  
deal of work without fatigue -  
It brightened her up whenever dull

slapping. Rest. badly with  
The child had to be told to much  
after some say.

It did not have pointed to place -  
made child lazy.

Not very much like an S -  
The child has always attached  
an idea to the word.

Little nest - a delightful  
change.

The weak point of lesson not  
a sufficient union between  
sound & sense.

It got ch. to put been, one,  
again without disappointment.  
by her own brightness  
Child wanted to see letters again -  
Lesson almost learnt.



Min Grayill - the Crusades -  
Jerusalem -

H. spoke in a casual way -  
I did not look interested or  
interested - just to find Jerusalem.  
No notion of piety or heroism -  
Very savage people -  
Egyptians -

Where do the Turks live - just.  
No notion of heroism -

Why they thought they wouldn't.  
Hermit - lives by himself -  
"Which was his name?"

"Didn't get the chance" to do  
wickedness - a little chain of  
flippancy -

Just to show picture of Jerusalem  
What sort of a man do you think he'd be  
People who just - what happens -

"Now were going to find out why they  
stopped there -



Sum found - but it took 4!  
 sometimes to get it done - found  
 to trace the route on the map.  
 Probably most of them were copied.  
 As note of the greater value of money  
 in "more days". Starvation well  
 drawn out - No reason given  
 for people's wishing to see Jerusalem.  
 B. rather in a very pleasant  
 natured way. Could he do anything  
 in Jerusalem... L. got B. himself  
 from the Chr. - where did pilgrims  
 come from - Chr. did not know  
 what "pilgrims" were -  
 Y. answered - a Chr. minister  
 stood too close to Chr.  
 "Letters" not at all self-evident  
 "King in a way" - That's the  
 head of the priests - good -

"Council" - Chr. answered  
 heartily with Y. - Why did he  
 have a Council.  
 "What kind - What other kind"  
 What - style of people -  
 Fighting - That's a picture of  
 Crusaders fighting - a sudden.  
 not a word - abt. symbols -  
 Latin and the cross - good -  
 When was his Council.  
 No B.B. recap. Still recap.  
 brought out a good deal  
 of knowledge -  
 Chr. answered really well -  
 What should they be - first  
 right in the H. L.  
 'God' 'had'  
 To do anything well - that  
 must you have - practice well  
 drawn out - none of them at  
 there - that happened in



Good questions ab. for for  
answers - More our country  
the required to give clear  
ans - Questions generally  
v-f. - Pictur of him preaching  
him - not a word of the love  
of Christ - good to show  
pictur of Peter preaching -  
conclude with - told the story  
themselves.

What sort of man - no note of  
character - missed the religious  
heroic element,  
good to mention "a great  
many interesting books"  
"perhaps"

Min. Bertram - reading  
Lesson - Ruth.

Manner a little severe. Hardly  
encouraged Ruth enough.  
Smile for 'been' - very  
young from child -  
It's by - too strong -  
Leave away - v. firm  
"I call it by" -

"leave by away -  
his black BT work too slow -  
Don't be afraid!  
Put it out yourself.  
Does it puzzle you so much.  
It might have said to - can.  
Those 2 letters sound together  
I had to make sound of can  
Laid by in at the top - had it  
properly done. - Somewhere here  
did not let child wander over top



to find letters -  
 I told just - & arranging  
 make child say nicely  
 what are you Ruth -  
 Bad logic - so the letter is  
 by - Y. inserted on sentences  
 from child -

But letter did not respond -

What is the sound of S?

Will you find S?

Child really dull & unresponsive.

Maybe have considered S as -

Child continued to whisper at

the time - I'll read yours.

You ask me - write you? No -

The words were rather uninteresting

Last week's lesson evidently  
 learned - but then I wrote -

on yr. slate - rather a long

task - an equal task to write

one of them - words not known

to child - knew ed not easily  
 have been explained - the Mr  
 & the child knew -

"Seen it was" - good to help  
 the ch. Ruth & little used funny  
 words - people have to write the  
 mind -

Didn't you write - Y. surprised &  
 find how little ch. had letters in.

"I hope remembers that they are all like -  
 Y. arrived a little - when she  
 said 'I have seen a dog -  
 but - child did not take all in.

Y. a little too slow & careful -  
 Ch. got puzzled. She knows so  
 well that - she assumed Y.  
 wanted something more than  
 she was giving

Ch. said 'bin to the last'

"Why do you puzzle me?"

Poor Y. got bewildered - I think was  
 stupid -



Too much later Mr. putting  
sounds together - & -  
Child not responsive.  
V. persevered till words are  
learned. V. prompted a little.

Miss Loney. May 8.  
"Mr. Thomas" -  
Got to begin with what  
"I did when I was a little  
fish -  
very much like Longbridge -  
very beautiful banks  
"beautiful"  
got to the Beaches -  
"everywhere you find  
white flowers you will find  
in the river - light blue flowers -  
"lovely towns" too many lovely  
streets - lovely buildings

Names of Park on London St.  
Don't let them "here" -  
What's another name for boats &  
Steamers - Ships - not common -  
Stem of oak.

V.G. to interest Ch. in Thomas  
before giving lesson -

V.G. to get all the information  
from the map.

Didn't find them I don't think -

V. look care that both Ch. found  
names of wh. on map -

Francie did not quite know - because  
she did not look at map -

Got to make G. to find - not good  
to prompt. Ch. allowed to -

Recap. well put up on Bk. not  
good ellipses wh. the Ch. pulled  
down - carefully described

two hanging down - Longbridge  
green & blue with brown dots



B's BB. sketch v. good  
 & interesting.  
 Libraries well suggested.  
 Think it's rather interesting.  
 BB. Sketch v. good.  
 I Recap. on BB. f.  
 BB. recap on blank map. v. good.  
 "I thought you had - found  
 - Univ. - not connected with  
 the child's list of colleges.  
 people have left school.  
 Idea of Univ. very well given.  
 Good to have illustrations -  
 named & stepped - "I went  
 to see them in the summer -  
 good to show the child the pictures  
 of the colleges -  
 good to find out what child knows  
 in every case.  
 consists of a palace & castle -

12p25unc507  
 Edmond 111 - made round  
 long drive - beautiful views.  
 some of most beautiful views in  
 Engd. - Long walk v. pretty described.  
 We did not know about Meyne  
 Charter - Chris's desire to know joined  
 by his manner of speaking.  
 Lucy can tell me some of the  
 things we see there - Tower. very  
 well drawn out.  
 A little of all his money.  
 "Anything at all in connection" -  
 backward sentence - v. v. good -  
 Poets & good paper -  
 Dist. of W. W. not graphic -  
 Recap. rather lapped - v. interesting.  
 A graphic interesting lesson  
 which certainly carried the children's interest.



Wp 26 em 507  
min. Jountain. May 16 -

Addition Sign.

Exercises in concrete - Child  
allowed to be very slow -  
a lot of objects might have  
been arranged.

Child not - cannot to say -

5 stones + 3 stones make  
eight stones -

Her only word was 'eight'.

At last - she got to say  
quite mechanically -

Child never made to let  
out of groups without deliberate  
counting -

found by Jan 3. Ch. went to  
sleep because she had  
so little to do -

M. worked the blk butter - some  
instead of letting Ch. do it



Child for stupid you want <sup>12p270mcsb7</sup> something  
to do +

Sign well made

Food to let Ch. make + on the  
when her attention was first attracted  
to it -- food to insist on quite clean  
Ch. might - sign very well  
introduced - in a natural &  
simple way - food to make c  
pts of the lines being equal.  
= allowed to slope.

Idea of 'equals' not-taken - food  
for Ch. to use

Child made sign very nicely  
Food is insisting on well  
figures. Allowed food + to pass  
food + brick about - bad sign.

Allowed two unequal lines -

At last the S. came to quit - mechanical

Child worked out table very  
nicely - The blank very nicely arranged



2p28mc507

His work on B. B. food but  
slow - got to round ch. of range  
might have got Ch. to think of  
what was wanted - got again to  
change series - make Ch. just  
allowed child repeated 6 to 9. in  
second part of thing M.  
mental arithmetic always wanted  
eight for ans. - Ch. have  
mixed his mind: with - always  
the same ans. - Child might  
have been more -

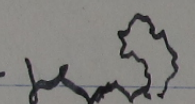
He kept the child's lesson -  
No whole - a fairly good  
lesson - Ch. brought but not  
always on the spot - Still the  
Ch. learnt what the lesson was  
supposed to teach -

2p29mc507

Min. Mr. Senior -

He began well by drawing from  
Ch. description of this  
country - Then that went to  
success - He worked Ch. well  
on the map - "Arundel castle  
does" - belongs to the Duke of  
Ruf. - nothing more - no  
attempt to interest Ch. in that -  
They found - "Shoreham is the  
port" - nothing about Shoreham -  
no questions as to meaning of  
port - got to refer to last  
week's lesson about St. Charles -  
A very poor description of one  
of the most vivid historical pictures  
we have. Ch. interested in maps  
really making discoveries for  
themselves - Ch. did not  
appear to know date or event of Battle.



Belt of Hastings rather well  
described - Ch<sup>m</sup> remembrance of events  
of Bat: of H. afterwards - first of  
comp. S. A. with J. H. H. - J. H.  
say I don't know - No words  
made about hills made of chalk  
"These pictures" for allusion  
A few bright bushes about  
downs - might have been met  
very attractive - When Ch<sup>m</sup> found  
prints of the last have received it  
with some pleasure -   
The Sch<sup>m</sup> have noticed absence of rocks  
"Live here down there - dead - part  
to point made of ports &  
castles that happened to the  
king's son - Ch<sup>m</sup> very heavy all  
around - The Sch<sup>m</sup> went off into  
a museum - "for killed dirt in it"  
"went over to see how the things were"  
When to - All the "property" -

well & naturally explained -  
might have made Ch<sup>m</sup> point out the  
places on the map. For to make  
Ch<sup>m</sup> decide on different points  
might have given them  
packets. Ch<sup>m</sup> answered v. well  
Really did all the work of  
the lesson - The Sch<sup>m</sup> not just  
do - for Reviewing -  
for to find out - what country  
of the "Darklight down" might  
have been mentioned -  
"superstitions" might have  
been questioned  
Sit up dear - The Sch<sup>m</sup> left off making  
dots - several off points & on



22p32cm1507  
Min Lerney June 8 -  
clock face - letters -  
good - but not bright

Miss May - Miller -  
good - but not perfect

22p33cm1507  
Min Clark - June 13 - 95  
Reading Lesson - Child a long  
time hunting for sick - not  
learning to read in this time -  
not caused to say the word after  
having written it, or after having  
found the letters

You can make better letters I know  
Three minutes spent upon  
Sick - & the Ch. only once  
said the word, & the teacher  
to have the printing carefully  
done - written in the book &  
still not said -

Box of letters very badly arranged.  
Ch. printed for them for a long time.  
"kelly possesses" - Ch. did  
not understand - not to  
have found.

Ch. allowed to make word when  
and cause of proposition



Ch. has not been taught to print  
 not caused to say Kelly's -  
 but learned to spell it -  
 V. need not have had each  
 word written in each way -  
 Ch. not made to say Kelly's  
 clearly -  
 "Just as if you were reading  
 a St. I. letter - for -"

V. managed to get the Ch. through  
 the work very well -

Wonder what it will be

good to find letters with Ch. -

Ch. prepared for writing on air

Ch. & V. at one - letter first  
 carried along by the line -

V. never taught Ch. to measure  
 space in sand - Ch. criticised

himself - break point of lesson

But Ch. was not made to say  
 the word over & over -

V. told Dolly's -  
 As child lagged the present bright  
 want of knowledge of sound  
 painfully visible  
 knew Kelly only as name  
 of little girl  
 A good lesson - V. showed  
 great patience & gentleness -

Jim McGill - June 13<sup>th</sup> 91

Did not hear or understand  
 the two first sentences

Fancy & Grace -

Good to let Ch. find various  
 rivers in Ireland

Trace it right up to the top

Good to let Ch. do as much  
 work as possible on map

What sort of Ch. Cavan is from map  
 good? Shy - Why not -  
 Can we get from Ch.



Got to make chm. for L. Allen  
on map - Shd have left last  
+ let - "good to go"  
arrived Langport - found from -  
you from it?

Two rivers leave it!!  
Got to find Athlone in  
centre - just in centre -

12 in settle the fids -  
Got to show picture of castle -  
story of James II - to be very  
brightly & minutely - got pictures  
and expts - Chm. insisted on  
seeing photo of our band  
I need not have printed up  
names - made chm. find  
out all they cd. abt. the place  
from the map.

Find com. with Dublin for  
getting? - nothing said abt  
repts - none of them for

and plain said - Clegg of  
Limerick not finished -  
nothing said abt people of  
occupations anywhere  
Limerick

got to have picture of Shannon  
but no remarks made abt  
Chm. allowed to put in

lakes -  
Chm. allowed to misrep.  
V.P. to let chm. put in map.  
Wt found map - illustration  
of lessons to go  
Recap - found good -

His manners bright & sensible  
as if he were looking at  
the chm. w. like to know



June 19. Min. Year -

i2p38emc507

Polk's -

good to let ch. work with brush  
had to use close lines & make  
further short strokes -

his own dots not good

very hard to teach writing  
with dots - had to have line

broken up with dots - Ch.

still brought to go without credits -

by effort made to secure

regular intervals - dots

useful for that -

Lesson thought interesting because  
work so various -

good to show polk's - maybe

have asked ch. use of dots -

had to teach ch. to write from

wrong side - but good to

i2p39emc507

make the curves -

aren't holding you by very  
much - but did not show how -

this top of book very hard to  
crossed - an ex. of which is

commonly called poor teaching -

"much ado about nothing."

Child confused - dots confusing

especially - easy thing not

hard - to bend it back curves.

"bounced two bottom dots - show

weakness of methods

attempted to guide child's

hand - to make dots - child

never quite knew what we

expected - Straight down & make

a curve - Straight down the crossed line

Squaring writing might have been  
good



2p40am1507

his water - Jan 13 -  
"Mr. Buryan" - II -  
person to superintend to several  
times - foot to connect with  
Miller -

"put him to business -  
might have got Civil War  
from Mr. - "terrible back -  
emphasized - "began to  
change his ways - very full  
of fire - did have all  
themselves go & spoken  
with enthusiasm -

"facility in preaching" -  
always got information from  
living sources - Gifford -  
disposition - W.

Ch. - Come to the throne -  
work back to the old restrictions  
got to show particular -

2p40am1507

every kind of terrible & the  
person was put -  
food books -

"What happened after 12 yrs?  
"Through this - Buryan  
came out -

spoke pleasantly from  
outside the subject

Did not treat Rel. M. with  
enthusiasm enough -

W. allowed herself to lose  
herself - foot to let Mr.  
with all they knew of RP  
foot to get story sketched  
out - "better himself" -

W. smiled pleasantly although  
Mr. knew RP & Ch.

W. made great & conscientious  
efforts to bring her subject before  
the Ch. - also - she knew her  
subjects - & made the Ch. subject  
in the Holy War -



"lend their assistance"

Ch. really interested - a very  
good feature & very highly  
appreciated by Ch.

any amount

enormous number

Request? Did you know

that - good -

A bright intelligent person -

Ch. interested - but not

made enough to work -

but made to sit nicely -

Ch. a little mixed in order

of events -

For many important ones -

showed very well. Being an

instance for not expecting

to come out - I need not

rec. by the Ch. of Eng. - at last